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ABSTRACT

The set of materials presented here are curriculum materials from a workplace literacy and basic skills program, funded largely through the U.S. Department of Education and operated by a food and beverage workers' local union. The program offered instruction from 1990-94 in basic skills, General Education Development (GED), workplace communication, and English as a Second Language (ESL) to food service workers in Washington, D.C. The curricular materials include descriptions of all classes, individual learning plan forms that enumerate competencies for basic skills and pre-GED classes, forms for performance-based assessment used with basic skills and ESL classes, a questionnaire for workers' communication skills focus groups, the corresponding questionnaire for the managers' focus group, a list of competencies for the workplace communication classes, the individual learning plan form for ESL, and three pages from the ESL curriculum. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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The Skills Enhancement Training Program Curriculum Materials

From 1990 to 1994 the Food and Beverage Workers Union Local 32 and Employers Benefits Fund operated a workplace program called the Skills Enhancement Training (SET) Program. SET was funded largely through the National Workplace Literacy Program (NWLP) of the U.S. Department of Education. It offered instruction in basic skills, General Education Development (GED), workplace communications, and English as a second language (GED) to food service workers in Washington D.C.'s government agencies, universities, and museums. This project is discussed in detail in ERIC Document Reproduction Services (EDRS) No. ED 368957, *The Cafeteria Workers' Skills Enhancement Training Program Performance Report.*

Attached are some curricular materials from the program. They include a description of all the classes; individual learning plans for the basic skills and pre-GED classes which enumerate the competencies; performance-based assessments used with both the basic skills and the ESL classes; a questionnaire for the workers' communication skills focus group as well as the corresponding questionnaire for the managers' focus group; a list of competencies for the workplace communications classes; the individual learning plan for ESL which includes the competencies; and three pages from the ESL curriculum.

BY MIRIAM BURT

MAY 1997

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OCTOBER 1992

the Skills Enhancement Training Program:

A project of the Food & Beverage Workers Union,Local 32 & Employers Benefits Fund.

S.E.T. I

SET I is the basic course offered. It is an integrated program offering instruction in the reading, writing, math, communication, and problem-solving skills needed at the workplace.

S.E.T. II

SET II is the **"Workplace Dynamics"** course. It is for students who have successfully completed the SET I course and want further practice in communication and problem-solving on the job. Cross cultural communication and stress management are among the topics covered.

SET II will introduce **"Effective Communication Skills,"** an advanced workplace training course. Using state of the art audio-visual equipment, participants will be able to see and hear how they interact with customers, co-workers, and employers in the hospitality industry.

PRE G.E.D.

PRE-GED is the course for both new and returning students who wish to obtain their GED certificates but do not yet have the basic skills needed to study at the GED level. Pre-GED instruction in math, writing, and language arts will bring the students up to the level needed to enroll in the GED Prep class.

the Skills Enhancement Training Program

GED PREP

GED Preparation is the course for new or returning students who have both the desire and the basic skill level required to actively work towards GED certificaton. In addition to GED instruction, this course offers further practice in problem-solving and workplace communication skills.

ESL (ENGLISH AS A SECOND LANGUAGE)

ESL is the course for non-native speakers of English who wish to improve their ability to communicate in the workplace. The course focuses on the listening and speaking skills needed for the students to communicate effectively with their customers, supervisors, and co-workers.

the LEARNING CENTER

Each student enrolled in the courses above is scheduled in the Union's **Learning Center** two hours a week. While in the Center, the student will use workplace related educational software and perform other computer activities that reinforce classroom instruction.

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SKILLS ENHANCEMENT TRAINING PROGRAM

Individual Learning *PLAN*

SET 1 and PRE-Ged Classes

PARTICIPANT	TEACHER	CLASS
COMPANY	WORKSITE	STARTING DATE

KEY: + = Still Practicing * = Can Do Well NC = Not Covered

READING		KEY
1.	Read and interpret general vocational vocabulary including abbreviations and symbols.	
2.	Read and locate information listed in alphabetical and/or numeric order: index & table of contents for manuals, newspapers, etc.	
3.	Read and interpret specific information from written materials: memos, contracts, application forms, recipes, manuals, newspaper articles, *essays & *poems.	
4.	Read for main ideas: contracts, agreements, application forms, newspaper articles, *memos, *essays, & *poems.	
5.	Read and interpret charts, graphs, tables, and forms.	
*6.	Read to analyze; sequence, cause and effect, & chronology.	
*7.	Read for deeper meaning: inferences, tone, & prediction.	
*8.	Read to evaluate: to examine own values and opinions.	
9.	Utilize test-taking skills including following directions, estimating answers, pacing, and handling test anxiety.	
LANGUAGE ARTS/WRITING		
1.	Build vocabulary through identification of syllabication, prefixes and suffixes, short and long vowels, synonyms, antonyms, homonyms, compound words, and contractions.	
2.	Recognize and construct complete sentences; *combine sentences appropriately.	
3.	Use standard American English in oral and written expression.	
4.	Follow rules of capitalization and punctuation.	

5.	Demonstrate study skills: alphabetical order, dictionary skills, and preparing for tests.	KEY
6.	Fill out forms including application and registration.	
*7	Write a short descriptive paragraph using topic sentences, supporting details, and *correct sentence structure and punctuation.	
*8	Write a 200-word/three-paragraph essay.	
MATH		
1.	Perform the four computations of addition, subtraction, multiplication, and division with whole numbers.	
2.	Perform the four computations of addition, substraction, multiplication, and division with decimals.	
3.	Perform the four computations of addition, subtraction, multiplication, and division with fractions.	
4.	Use basic measurement and perform scale readings.	
*5.	Use estimation skills including rounding off and approximation.	
*6.	Compute percent.	
*7.	Interpret ratio and proportion.	
COMMUNICATIONS/HOSPITALITY:		
1.	Give and follow oral directions.	
2.	Identify general standards and procedures for personal hygiene.	
3.	Engage in appropriate social interaction with co-workers, supervisors, and clients.	
4.	Solve problems and arrive at decisions independently.	

****Pre-Ged Competencies***

EDUCATION PLAN (to be filled out by the office)

RECOMMENDATIONS FOR FUTURE STUDY	
SIGNATURE:	DATE:

RECOMMENDATIONS FOR FUTURE STUDY	
SIGNATURE:	DATE:

RECOMMENDATIONS FOR FUTURE STUDY	
SIGNATURE:	DATE:

RECOMMENDATION FOR FUTURE STUDY	
SIGNATURE:	DATE:

STUDENTS NAME: _____ 7 _____

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SCHEDULE A

CLASSIFICATIONS AND MINIMUM HOURLY RATES

Classifications	Minimum Hourly Rates		
	Effective 3/23/89	Effective 3/23/90	Effective 3/23/91
Head Baker	$ 9.80	$10.15	$10.50
Working Purchasing Supervisor	9.80	10.15	10.50
Master Cook	9.61	9.96	10.31
First Cook	9.51	9.86	10.21
Second Cook	9.01	9.36	9.71
Second Cook/Pizza Maker	9.01	9.36	9.71
Grill Cook	8.51	8.86	9.21
Baker	9.26	9.61	9.96
Bakers Helper	8.16	8.51	8.86
Head Catering Prep.	8.16	8.51	8.86
Head Salad Maker	8.16	8.51	8.86
Meat Slicer (Full-Time)	8.16	8.51	8.86
Sandwich/Salad Maker	7.91	8.26	8.61
Working Supervisor	8.61	8.96	9.31
Storeroom Supervisor	8.31	8.66	9.01
Cashier	7.96	8.31	8.66
Truck Driver	8.51	8.86	9.21
Ice Cream & Dessert Employees	7.76	8.11	8.46
General Service Employee	7.61	7.96	8.31
Line Attendant	7.66	8.01	8.36

The above rates are minimum hourly rates based on the following schedule:

1st year $0.30 per hour beginning 3/23/89
2nd year $0.35 per hour beginning 3/23/90
3rd year $0.35 per hour beginning 3/23/91

New employees hired after March 23, 1989 may be hired for the first ninety (90) days of employment at a rate of 10% less than the minimum rate established in the Contract.

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Name: _____ Date: _____ PCI 14

Instructor: PDJ Class Location: 13a

Skills Enhancement Training Program

Competency Assessment

Read and interpret charts, graphs, tables, and forms.

Directions: Answer the following questions about the attached Classifications and Minimum Hourly Rates chart.

1. What was the minimum hourly rate for a Line Attendant in February of 1990?

2. Which job or jobs paid the most in April 1991?

3. What was the minimum hourly rate for the Line Attendant after March 23, 1990?

4. Who makes more: a Line Attendant or a Sandwich/Salad Maker?

5. Will a Meat Slicer make more money after March 23, 1991 than a Grill Cook made in May 1990?

6. True or False: a probationary Working Purchasing Supervisor may be paid $9.00 in June 1991.

7. What is the lowest rate a probationary Head Baker could have been paid in May 1989?

8. How much did the rates rise from 1989 to 1991?

For instructor only:
Demonstrated: _____ Not Demonstrated: _____

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Skills Enhancement Training Program

Payroll Definitions

1. Money paid to state according to income earned for the pay period.
2. Social Security for the year.
3. Membership fee in workers' representation for the year.
4. Take-home pay after deductions for the pay period.
5. Money paid to federal government according to income earned for the pay period.
6. Income earned before deductions for the pay period.
7. Money paid for overtime work for the year.
8. Money paid for food for the pay period.
9. Donation to charity for the year.
10. Money paid for additional shift work for the year.
11. Money paid for maintenance of clothing worn to work for the year.
12. Money paid for county tax for the pay period.

Name:_____ Date:_____

Class
Instructor:_____ Location:_____

14a

Skills Enhancement Training Program

Competency Assessment

Competency: Read and interpret charts, graphs, tables, and forms.

Directions: Match the number of each payroll definition to the correct space in parentheses on the payroll stub. Please note that not all of the terms on the payroll stub are defined, so that some of the parentheses should not be completed.

XXX SERVICES EMPLOYEE'S PAY STATEMENT			NON NEGOTIABLE DETACH BEFORE DEPOSITING CHECK	PERIOD ENDING 09/21/90	DATE 09/21/90	CHECK NO. 9 012954939
COMPONENT NO	SOCIAL SECURITY NO.	EMPLOYEE NAME	YTD GROSS	CURRENT GROSS	NET PAY	
0267 0	123-45-6789		13675.02 ( )	378.49 ( )	288.71 ( )	

HOURS UNITS	RATE	EARNINGS			TAXES AND DEDUCTIONS					
		DESCRIPTION	CURRENT	YEAR TO DATE	DESCRIPTION	CURRENT	YEAR TO DATE	DESCRIPTION	CURRENT	YEAR TO DATE
40.00	9.070	REGULAR	362.80 ( )	6497.86 ( )	FED TAX	39.92 ( )	1361.13 ( )	FICA TAX	28.38 ( )	1027.22 ( )
.60	13.600	OTIME 1	8.16 ( )	77.48 ( )	MD ST TX	14.32 ( )	484.15 ( )	CNTY TAX	7.16 ( )	242.17 ( )
		VACATION		772.96 ( )	UN DUES		207.00 ( )	UNITEDWY		2.00 ( )
		HOLIDAY		493.92 ( )						
		MEAL ALL	5.50 ( )	180.95 ( )						
		EXC PAY		5498.80 ( )						
		UNIF ALL	2.03 ( )	66.32 ( )						
		2NDSHIFT		30.53 ( )						
		RETROPAY		56.20 ( )						

For instructor only:
Demonstrated: _____ Not Demonstrated: _____

Skills Enhancement Training Program
Communication Skills Questionnaire

Please answer the following questions:

1. What is your name? _____

2. How long have you been employed with your current employer? _____

3. What is your location? _____

I. COMMUNICATING WITH CUSTOMERS

WHAT IS APPROPRIATE	YES	NO
1. "good morning/afternoon"		
2. "Hi or Hey"		
3. no greeting necessary		
4. "How may I help You"		
5. "Next?"		
6. Answering with a nod		
7. Addressing customers as "Sir, Miss, Madam," etc.		
8. Is making eye contact important?		
9. Using slang, i.e., "What's up?" etc.		

II. COMMUNICATING WITH YOUR MANAGER

15a

1. How do you greet your manager(s) at the beginning of the workday?

(a) "Hello," or "Good Morning."	
(b) Address the Manager(s) by name, exchange pleasantries, etc.	
(c) Nod, or no greeting.	
(d) Begin "talking shop" immediately.	

2. How does your manager(s) greet you at the beginning of the workday?

(a) "Hello," or "Good Morning"	
(b) You are addressed by your name with an exchange of pleasantries, etc.	
(c) Nod, or no greeting.	
(d) Begin "talking shop" immediately.	

3. How are verbal instructions given to you by your manager(s)?

(a) In a clear and concise manner.	
(b) Often confusing, too fast.	
(c) In a commanding manner.	
(d) I feel that I can express my opinion in the matter.	

4. I usually have confidence in the instructions that are given by my Manager.

_____ Yes _____ No

5. How much input do you feel you have in the decision or policy making process regarding your specific job? 15b

(a)	A lot	
(b)	Some	
(c)	A little	
(d)	None at all	

6. Do you receive compliments or praise from your manager for performing tasks well?

(a)	Always	
(b)	Sometimes	
(c)	Never	

7. Do you let your manager know when things are going well?

(a)	Always	
(b)	Sometimes	
(c)	Never	

8. How often do you communicate with your manager?

(a)	On an ongoing, open basis	
(b)	Crisis only, seldom	
(c)	Not approachable, does not listen	

9. How do you prefer that for your manager communicate with you? 15c

(a)	In a direct, open, & honest manner	
(b)	Send messages through others	
(c)	Don't bother me	

III. COMMUNICATION WITH CO-WORKERS

	WHAT IS APPROPRIATE	YES	NO
(a)	"Good morning/night"		
(b)	No greetings necessary		
(c)	discussing personal/private matters with coworkers within hearing of customers		
(d)	Gossiping about managers and co-workers within hearing of customers		

2. Do you take your job related problems immediately to the manager?

_____ Yes _____ No

3. Do you take your job related problems immediately to a specific coworker?

_____ Yes _____ No

4. Do you take your job related problems immediately to the Union?

_____ Yes _____ No

5. Is there a communication barrier between you and any of the following groups? 15d

(check one or more)

(a)	Younger Workers (18 - 25) Males__ Females___	
(b)	Middle Age Workers (26 - 50) Males__ Females__	
(c)	Older Workers (50 and older) Males___ Females__	
(d)	Africans Males___ Females__	
(e)	Asians Males ___ Females ____	
(f)	American Blacks Males ___ Females ____	
(g)	Hispanics/Latinos Males___ Females___	
(H)	Whites Males ___ Females____	

Others:_____

COMMENTS:_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Manager's Focus Group

Skills Enhancement Training Program
Communication Skills Questionnaire

Please help the SET Program develop a Communications Skills training program for your workers by answering the following questions:

1. How long have you been employed as a manager by this company? _____

2. What is your location? _____

I. COMMUNICATING WITH CUSTOMERS

WHAT IS APPROPRIATE FOR EMPLOYEES	YES	NO
1. "good morning/afternoon"		
2. "Hi or Hey"		
3. no greeting necessary		
4. "How may I help You"		
5. "Next?"		
6. Answering with a nod		
7. Addressing customers as "Sir, Miss, Madam," etc.		
8. Is making eye contact important?		
9. Using slang, i.e., "What's up?" etc.		

2. What problems have you experienced with your employees that impede effective communication with customers? 16a

_____
_____
_____
_____
_____
_____

II. COMMUNICATING WITH YOUR EMPLOYEES

1. How do you greet your employees at the beginning of the workday?

(a) "Hello," or "Good Morning."	
(b) Address employees by name, exchange pleasantries, etc.	
(c) Nod, or no greeting.	
(d) Begin "talking shop" immediately.	

2. How do your employees greet you at the beginning of the workday?

(a) "Hello," or "Good Morning"	
(b) You are addressed by your name with an exchange of pleasantries, etc.	
(c) Nod, or no greeting.	
(d) Begin "talking shop" immediately.	

3. How much input do employees have in the decision or policy making process regarding their specific job? 16b

(a) A lot	
(b) Some	
(c) A little	
(d) None at all	

4. Do you give compliments or praise to your employees for performing tasks well?

(a) Always	
(b) Sometimes	
(c) Never	

5. How often do you communicate with your employees?

(a) On an ongoing, open basis	
(b) As work dictates	
(c) On a crisis basis -- seldom	

6. How do you prefer that your employees communicate with you?

(a) In a direct, open, & honest manner	
(b) Send messages through others	
(c) Only when necessary	

7. Is there a communication barrier between you and any of the following groups? 16c

(check one or more)

(a)	Younger Workers (18 - 25) Males__ Females___	
(b)	Middle Age Workers (26 - 50) Males__ Females__	
(c)	Older Workers (50 and older) Males___ Females__	
(d)	Africans Males___ Females__	
(e)	Asians Males ___ Females ____	
(f)	American Blacks Males ___ Females ____	
(g)	Hispanics/Latinos Males___ Females___	
(H)	Whites Males ___ Females____	

Others:_____

Explain:_____

_____

_____

_____

Workplace Communications

Food Service is a "people" business. Therefore, it is important that workers in this industry develop skills that will enable them to communicate effectively with customers, other employees, and managers. We have developed a program that we feel will enlighten and inspire participants to "step-up" to a new level of interaction in the workplace and beyond.

In this 18 week program we will work mainly with the basic four communication skills: listening, speaking, reading, and writing. We will also work with self empowerment through demonstration of cause and effect and team work concepts. Each class session is videotaped and individual presentations are evaluated. The students will also use the learning center to reinforce writing, grammar, and vocabulary skills.

Following is a list of the objectives and materials that will be used:

	LISTENING/VIEWING	
1.1	Identify, describe, and give examples of body language and its effect on how the spoken message is interpreted and received.	
1.2	Follow verbal instructions for preparing classroom presentations: introductions, informative speech, interviews, role plays, and employee/management conflict.	
1.3	Demonstrate ability to listen and to rephrase factual information.	
1.4	Identify issues presented in the employee/management conflicts: a) define the issue b) establish a position c) support position d) solution/conclusion	
1.5	Listen to and evaluate the thoughts and opinions of coworkers.	
1.6	Identify and interpret information from guest speakers: labor/mgmt/other	
1.7	Identify and interpret information from video taped speeches.	

SPEAKING Communicate ideas and opinions verbally		
2.1	Make presentations using eye contact, correct posture, body language, and tone of voice.	
2.2	Give a five minute presentation introducing self to the class. Include: a) who you are b) where you work and what you do there c) what do you hope to learn from the class d) a concluding statement	
2.3	Give a five minute informative presentation including: a) main idea b) supporting detail c) conclusion(s)	
2.4	Participate in team exercise: employee/management conflict.	
2.5	Demonstrate interpersonal skills in mock job interview.	
2.6	Demonstrate understanding of problem solving in a group through "brain storming" activities.	
2.7	State how an individual's behavior can impact interpersonal relationships within a group.	
2.8	Demonstrate through role play ability to handle a confrontation at work.	
2.9	Demonstrate ability to recognize grammatically correct speech.	

READING Read to comprehend printed materials		
3.1	Read, understand, and utilize class handouts and worksheets for preparation of assignments.	
3.2	Use reference materials to prepare homework assignments.	
3.3	Read, understand, and complete evaluations of individual presentations.	
3.4	Read and interpret customer service materials from a) your own company b) other companies participating in the fund b) related industry publications.	

WRITING Write to organize ideas and communicate		
4.1	Compose an outline for a five minute oral presentation. Include: a. who are you b. where you work and what you do there c. what you hope to learn from the class d. a concluding statement	
4.2	Compose an outline for a five minute oral presentation that states an opinion or describes a topic of interest. Include: a. statement of your opinion/position b supporting details for your position c. conclusion	
4.3	Compose a paragraph describing cause and effect in an interaction between co-workers. Include: a. topic sentence b. supporting details c. concluding statement <u>Utilize correct</u> a. sentence structure b. spelling c. capitalization d. punctuation	

4.4	Compose a paragraph describing an individual's impact on interpersonal relationships within a unit/site. Include: a. topic sentence b. supporting details c. concluding statement Utilize correct a. sentence structure b. spelling c. capitalization d. punctuation	

SELF AWARENESS		
5.1	Identify worker characteristics needed for specific food service jobs.	
5.2	Assess own personal characteristics and skills as a worker.	
5.3	Identify own vocational interests and aptitudes.	
5.4	Identify own roles in family, occupation, and community.	

LEARNING CENTER		
6.1	use computer to organize information and to prepare presentations.	
6.2	use Skills Bank program to reinforce grammar, punctuation, sentence structure, and spelling.	
6.3	use Skills Bank program to aid in use of library reference materials.	

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SKILLS ENHANCEMENT TRAINING PROGRAM
Individual Learning *PLAN*
English as a Second Language

PARTICIPANT	TEACHER	CLASS/CYCLE
COMPANY	**WORKSITE**	**STARTING DATE**

KEY: + = Still Practicing * = Can Do Well NC = Not Covered

	PERSONAL INFORMATION/INTRODUCTION TO CLASS	KEY
1.	Identify self	
2.	Ask/answer questions about self	
3.	Ask for repetition/clarification in class	
	INTERACTION WITH CO-WORKERS	
1.	Offer help/ask for help	
2.	Ask for repetition/clarification	
3.	Give/respond to instructions	
4.	Make "small talk"	
	INTERACTION WITH SUPERVISORS	
1.	Ask questions about work	
2.	Offer help/ask for help	
3.	Ask for repetition/clarification	
4.	Respond to oral instructions	
5.	Respond to praise/criticism	
6.	Make suggestions	
7.	Report/request leave	

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		KEY
INTERACTION WITH CUSTOMERS		
1.	Greet customers	
2.	Offer assistance	
3.	Ask for repetition/clarification	
4.	Respond to requests for information	
5.	Respond to complaints	
READING WORK-RELATED FORMS		
1.	Read a paycheck/paystub	
2.	Read a work schedule	
3.	Read a wage schedule .	
4.	Read union and company materials	

TEACHER'S COMMENTS:
SIGNATURE: DATE:
SIGNATURE: DATE:
SIGNATURE: DATE:

STUDENT'S COMMENTS:
SIGNATURE: DATE:
SIGNATURE: DATE:
SIGNATURE: DATE:

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INTERACTION WITH CO-WORKERS

FUNCTIONS	LANGUAGE SAMPLES	STRUCTURES	RESOURCES/ACTIVITIES
make small talk	It's hot in here, isn't it?	tag questions	Texts: WIE1: pp. 52-62 WIE2: pp. 62-73 SBS1: pp. 90-95
	I usually bowl on Wednesday nights.	simple present for habit & adverbs of frequency	
	I like to sleep in on my days off. What do you like to do on your days off?	like to	Activities: .explain the difference in meaning with rising and falling intonation for tag questions .discuss need for small talk with co-workers and compare and contrast appropriate subjects for small talk and for giving compliments in the students' native country and here in both work and non-work situations .discuss the difference between <u>like to</u> and <u>want to</u> .explain that the "how" formulaic questions are answered with adjectives: "fine", "not so bad" and the "what" questions are answered with nouns: "nothing", "not much"
	That's a beautiful sweater. Your earrings are nice.	adjective	
	How's it going? How are you doing?	formulaic questions with <u>how</u> and <u>what</u>	
	What's new? What's going on in your life?		
*handle rude responses	*I'm sorry, I won't bother you again. I'll ask ____ to help me.		Texts: WIE2: pp. 120, 121 EFA: pp. 41-45 Activities: .make it a class problem-solving activity!

FUNCTIONS	LANGUAGE SAMPLES	STRUCTURES	RESOURCES/ACTIVITIES
Respond to oral instructions	Yes, I will. I've got it. Yes, I see.	short responses	Texts: WIE1: pp. 82-91 EF: pp. 74-77 .students give one another instructions in class on how to make do something.
respond to questions	I'm cleaning table #6 now. I'm washing the breakfast dishes. She's helping a customer.	present continuous	Texts: SBS1: pp. 16-21 Activities: .ask the students to talk about their friends/family members whether here or in their native countries. What are they doing at this moment. .contrast present continuous with simple present: "I bus tables at the cafeteria. Now I'm studying English!"
respond to praise and/or criticism	I'm sorry. It won't happen again. I had a problem with my babysitter. I didn't understand. *But Mr. Jones had told me to do it the the others way. I'm glad you liked it. Thank you.	past tense *past perfect tense	Texts: WIE1: pp. 102-111 WIE2: pp. 122-133 EF: pp. 112-113 EFA: pp. 75-76 Activities .discuss the importance placed on being on time in the U.S. and on contacting your supervisor if you'll be late/have to miss work .discuss also the rights the students have as union workers: to be treated fairly, to be given chance to represent themselves. .role play: Too many bosses

INTERACTION WITH CUSTOMERS

FUNCTIONS	LANGUAGE SAMPLES	STRUCTURES	RESOURCES/ACTIVITIES
Respond to requests for information	What kind of food do you like? Which museum would you like to see?	wh questions	Texts: EF: pp. 92-93 MIHY: pp. 32-58 Activities: Roleplay work situations where customers ask for information on museums & other sites in Washington.
respond to complaints	I'm sorry. * I must have misunderstood I thought you wanted a hamburger, not a cheeseburger.	*must have + past participle for past probability past tense, *reported speech	Texts: EF: pp. 112 + MIHY: pp. 59-104 Activities: .tape conversations between students, then ask students individually or as a group to use reported speech to report on what they heard: "Julio said that he wanted to see a movie this evening." .student look at pictures without any captions (from magazines or photos), tell what they thing might have, could have, or must have happened before the photo was taken. *roleplay the workplace situations

KEY TO THE TEXTS USED IN THE ESL CURRICULUM

1. From Contemporary Press

   WIE1, WIE2: *Working in English, Book 1; Working in English, Book 2*

2. From Addison Wesley

   MIHY : *May I Help You?*

   EFA: *ESL For Action*

3. From Prentice Hall

   SBS1, SBS2: *Side By Side, Book 1; Side By Side, Book 2*

   EF: *Expressways Foundation*